

FACULTY OF HUMANITIES  
SCHOOL OF SOCIAL SCIENCES  
**POLITICS**  
**COURSE UNIT OUTLINE 2021-22**

**POLI71141 The Politics of global climate change**

**Semester: 1**

**Credits: 15**

**Tutor:** Matthew Paterson

**Office location:** ALB4.033

**Telephone:** (0161) 306 6945

**Email:** [matthew.paterson@manchester.ac.uk](mailto:matthew.paterson@manchester.ac.uk)

**Office Hours:** **Wednesdays 10am-12.** These will happen on Zoom, at meeting ID: <https://zoom.us/j/99142733494>. I will use the waiting room function for these. If you want an in-person meeting instead, I am happy to organise one.

**Seminar time/location:** **Group 1. Mondays 11am-1pm.** Sam Alexander A215

**Group 2. Mondays 2-4pm.** Stephen Joseph 1.2

**Mode of assessment:** general participation (5%), group work preparation for seminars (25%), research essay (70%).

**Administrator:** Amanda Bridgeman, [Amanda.bridgeman@manchester.ac.uk](mailto:Amanda.bridgeman@manchester.ac.uk)



0161 275 4885

PG Office 2.003 Arthur Lewis Building

**\*\*\*IMPORTANT INFORMATION – PLEASE READ\*\*\***

Assignment hand in dates:

Research essay, Monday 17<sup>th</sup> January 2022, 3pm. To be submitted via Blackboard/Turnitin.

**Communication:** Students must read their University e-mails regularly, as important information will be communicated in this way.

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### 1. Introduction

This course will discuss the dynamics of climate change politics. Climate change is both one of the most significant consequences of and challenges for contemporary politics. We explore climate politics primarily through a political economy lens, focused on the dynamics of capitalism, but explore the limits of this lens in particular in relation to questions of culture and everyday life, the role of the state, and international cooperation. The course is organised sequentially to get you to think about **three distinct questions** about climate change politics: the political-economic **origins** of climate change; the political economy of **responses** to climate change; and the sort of **transformational politics** that thinking about the future in a climate-changed world entails.

The course is also designed to develop your research skills. The principal piece of assessment is a substantial research-based essay.

<i>Course aims</i>	<ol style="list-style-type: none"><li>1. To explore the politics of climate change, at multiple scales and through a range of perspectives.</li><li>2. To develop students' research skills.</li><li>3. To develop students' capacities for collaborative work and group learning.</li></ol>
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<i>Learning outcomes. Students should be able to:</i>	<p><i>Intellectual skills:</i> understand the importance of conceptual framing for how the politics of climate change are shaped.</p> <p><i>Transferable skills and personal qualities:</i> participate in the research for and presentation of a substantial group project.</p> <p><i>Knowledge and Understanding:</i> Understand the key perspectives on climate change politics, and have detailed empirical knowledge of the patterns of climate change governance</p> <p><i>Practical skills:</i> develop further their research and argumentation skills through the development of a research paper.</p>
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### 2. Course structure

The course is composed of ten two-hour seminars. Attendance at these is compulsory. Below is a summary of the seminars in the course. Details of each session can be found further down.

Seminar date	Topic
27 Sept	Introduction
4 Oct	The origins of climate change: carboniferous capitalism, global inequalities, daily life and culture
11 Oct	Responses to climate change: global cooperation, national policies, key conflicts
18 Oct	Exploring national variation in climate change: underlying dynamics

<b>25 Oct</b>	How have different countries responded given their different circumstances?
<b>1 Nov</b>	No class. Reading week
<b>8 Nov</b>	Business pressure in different countries
<b>15 Nov</b>	International strategies of different countries
<b>22 Nov</b>	Multilevel dynamics in different countries
<b>29 Nov</b>	Variations in daily life
<b>6 Dec</b>	NGOs and social movement campaigns

### 3. Assessment

Students will be assessed in the module via the following three assignments:

<b>Assessment activity</b>	<b>Deadline</b>	<b>Length required</b>	<b>Weighting within unit</b>
<b>Research essay</b>	17 <sup>th</sup> January, 3pm	2800	70
<b>Class participation</b>	n/a	n/a	05
<b>Group work preparation.</b>	Each week from 18 Oct onwards	n/a	25

For all of these assignments, the quality of writing or oral presentation is integral to the assessment criteria. The communication of your ideas and evidence is an essential component of demonstrating the level of understanding you have developed of the material covered. Note also the various pieces of guidance and advice as to requirements for written work, including submission details, in the MA Handbook.

#### *Class participation*

Participation in the seminars is judged in terms of the extent to which the student actively engages in discussion and debate. Note that this does not mean simply speaking as much as possible. Demonstrating an interest in the opinions of others, and engaging constructively in questioning those opinions, is as important as making your own views known. A good class participant is a good listener as well as a good speaker.

General class participation will be **worth 5% of the final mark.**

#### *Group work preparing for seminars*

In addition to general participation, students will be involved in a group project that will form part of the activities in the seminars from the 18<sup>th</sup> October onwards. This group project will be focused on documenting how the various themes we explore in the course play out in one specific country. No student will be involved in a group focused on the country you come from – it is important to ‘look up’ and learn from other countries. Each week a member of each group will upload to the BB discussion forum for that week’s topic, a paper of max 2 pages, plus whatever references you have found, summarising key evidence and ideas regarding that country, that will form the basis of part of the seminar discussion, as well as ongoing discussion in BB itself. They do not need to be particularly polished documents, just focused on being useful to generating discussion. See the individual seminars for the details, and the separate document on the group work involved.

Each student will be responsible for 2-3 submissions across the course of the semester. Each student should also engage with posts put up by other groups, to provide feedback about the country they are analysing in relation to the theme of that week. Some of this will be during the seminar period but can be ongoing.

All students in a group will get the same mark for this work. Each group member is responsible for ensuring that they play a full part in the group’s effort, and group members are also responsible for enabling each other to participate effectively.

This group work will be **worth 25% of the final mark.**

## Research essay

The **purpose** of this is to develop your research skills and your capacity to sustain your own argument, and to enable you to develop an in-depth study on a topic of your choice. Projects can be theoretical or empirical in focus, while the best will combine the two, and students developing empirically focused topics need to be aware of the theoretical underpinnings of their work. If doing empirical work, you should make sure to embed that empirical analysis in the academic literature on the subject (i.e. not just do a load of general internet searches).

The paper may be based on the work done in your group: indeed, I encourage you to build on that work for the paper.

Papers are to be **2800 words in length** (within a 10% +/- margin and excluding bibliography), word-processed, single-spaced, and fully referenced. Referencing should be consistent throughout, and must conform to either the Harvard (referencing in the text) or Cambridge (footnotes/endnotes) methods of formatting. The lack of a proper bibliography and appropriate references will result in the deduction of marks.

Students **may decide** to submit a **collective piece of work**. The length of the work will change given the number of students involved: 2 students = 4200 words; 3 students = 5000 words; 4 or more students = 6000 words. (I would advise against having groups of more than 4 though). The logic of these word lengths is that as the group gets bigger, the value of collaboration becomes progressively about the extra rigour, precision, and synthesis you will be able to do, rather than each student simply adding the same number of words. If you do decide to do this, all students will gain the same grade for this piece of work. Collective papers should be an integrated whole – not two or three individual papers bolted together. If you encounter problems in your group, you should arrange to see me at the earliest opportunity so I can help try to resolve any dispute. If severe problems arise, we will consult the MA programme director about how to proceed. A group can revert to individual submission if its members desire, up to the 20<sup>th</sup> January at the latest (barring exceptional circumstances). In that instance each student in the group should send me by email another one-page proposal for the paper.

The essay must be **submitted via Turnitin/Blackboard**, by **17<sup>th</sup> January, 3pm**. The essay is worth **70% of the final module** mark. In case of a group submission, only one person submits the work (to avoid Turnitin marking all as plagiarised!) and the group should email me to say who is responsible for the submission for the group.

A **one-page proposal** for the paper should be emailed to me by the class on the **22<sup>nd</sup> November**. This should contain: a clear research question; a statement about the research to be carried out to address the question; and an indication of key literature to be used. I will give you **feedback** on these proposals by email by the **6<sup>th</sup> December**.

## 4. Reading

There are **no core texts** for this course. Essential and additional readings for the seminars are indicated for each seminar below.

For **useful background on climate change and its politics**, the following are my **two recommendations**.

Dessler, Andrew and Edward Parson (2019) *The Science and Politics of Global Climate Change*, 3<sup>rd</sup> edition. Cambridge: Cambridge University Press. There is an online version of this available via the library as well as paper copies.

Evans, Kate (2006) *Funny Weather: Everything You Didn't Want to Know About Climate Change But Probably Should Find Out*. London: Myriad Press. (This is an excellent cartoon book. There is a copy in the library but an e-book is available here for around US\$4.99 which is extremely good value. You will get as good an introduction from this as from any dry academic text.  
[http://store.sequential.cc/catalogue/book/funny\\_weather\\_by\\_kate\\_evans/479](http://store.sequential.cc/catalogue/book/funny_weather_by_kate_evans/479)).

There is a list of good general books on various aspects of climate change politics after the seminar

plans.

## 5. Seminar readings and plans

The first three seminars will mostly have a lecture format with some discussion built in. The remaining seminars will combine discussion of the key reading, discussion of the group work uploaded by each group (see separate document on group work), and a short summary by me at the end. I just give the key reading here: there is a list of additional readings for each topic after the seminar plan table.

Note: all core readings are available directly in Blackboard. In the additional readings, if books mentioned have e-books available via the library, this is indicated. Otherwise they will be in the high demand section in the Main library. For journal articles, I have not put these in Blackboard, you are expected to find and download your own copy. We will make sure in the introductory session you are all able to do this.

Date	Topic	Process	Readings
27 Sept	Introduction	I will introduce the course, we will do some exercises to discuss the basics of climate change and its politics, working from your background knowledge. We will also do an exercise around three questions: Is climate change political, and if so, how? Why do you think we are in this mess? What do you think is involved in responding effectively?	<p>No readings.</p> <p>I will introduce some ideas from these pieces however during the course of the session, which might be useful.</p> <p>Victor, David. 2012. 'Why global warming is such a hard problem to solve', in <i>Global Warming Gridlock: Creating More Effective Strategies for Protecting the Planet</i>, pp.30-58. Cambridge: Cambridge University Press. (online available)</p> <p>Wallace-Wells, David. 2017. 'The Uninhabitable earth', <i>New York Magazine</i>, July. At: <a href="http://nymag.com/intelligencer/2017/07/climate-change-earth-too-hot-for-humans.html">http://nymag.com/intelligencer/2017/07/climate-change-earth-too-hot-for-humans.html</a></p> <p>Swyngedouw, Erik. 2010. Apocalypse Forever? Post-Political Populism and the Spectre of Climate Change. <i>Theory, Culture &amp; Society</i> 27:213–32.</p>
4 Oct	The origins of climate change: carboniferous capitalism, global inequalities, daily life and culture	This will be principally a series of short lectures on these three themes, with short breaks for discussion in breakout groups.	<p>Core reading</p> <p>Malm, Andreas. 2013. "The Origins of Fossil Capital: From Water to Steam in</p>

	<p>The aim here is to explore the politics of the origins of climate change and thus the nature of the challenge we face in responding. First, we look at the relationship between capitalism and climate change. Then we turn to questions of global inequalities. Finally, we look at how climate change is rooted in forms of daily life and culture.</p>	<p>By this session you will need to have given me your list of preferences for a country to be focusing on in the course.</p>	<p>the British Cotton Industry.” <i>Historical Materialism</i> 21 (1): 15–68.</p>
<b>11 Oct</b>	<p>Responses to climate change: global cooperation, national policies, key conflicts</p> <p>The aim here is to introduce some key debates about what has determined the sorts of policy and political responses to climate change we have seen. We focus again on three areas: international cooperation, national policy-making, and key conflicts over how to respond.</p>	<p>This will be principally a series of short lectures on these three themes, with short breaks for discussion in breakout groups.</p> <p>We will also spend a short amount of time at the end in breakout groups for your group projects.</p>	<p>Core reading Levin, Kelly, Benjamin Cashore, Steven Bernstein, and Graeme Auld. 2012. ‘Overcoming the Tragedy of Super Wicked Problems: Constraining Our Future Selves to Ameliorate Global Climate Change.’ <i>Policy Sciences</i> 45 (2): 123–52.</p>
<b>18 Oct</b>	<p>Exploring national variation in climate change: underlying dynamics</p> <p>This is the first of two sessions where we will discuss how and why national policies on climate change vary. In the first, we look at some basic data and think about the situation different countries face in relation to the challenge of climate change.</p>	<p>Each group to upload to the BB discussion board forum for this session, a short document (max 2 pages) summarising key data for their country: GHG emissions, trends in emissions over time, key economic sectors contributing to emissions, type of political system.</p> <p>In the seminar we will discuss these various contributions, both orally and in the BB discussion board, to think about how the different countries vary.</p> <p>We will then discuss the core reading, and I will provide a summary and some additional ideas at the end.</p>	<p>Core reading Harrison, Kathryn, and Sundstrom, Lisa M., 2007. The Comparative Politics of Climate Change. <i>Global Environmental Politics</i>, 7 (4), 1–18.</p>
<b>25 Oct</b>	<p>How have different countries responded given their different circumstances?</p> <p>In this session we will build on the previous one by analyzing how states have responded and why their different approaches and performance vary.</p>	<p>Each group to upload to the BB discussion board forum for this session, a short document (max 2 pages) providing a broad history of the response in their country: key moments, announcements, pieces of legislation, types and strength of policies adopted, and overall performance.</p> <p>In the seminar we will discuss these various contributions, both orally and in the BB discussion board, to think about why the countries have adopted different approaches.</p>	<p>Core reading Lamb, William, &amp; Jan Minx. (2020). The political economy of national climate policy: Architectures of constraint and a typology of countries. <i>Energy Research &amp; Social Science</i>, 64, 101429.</p>

		We will then discuss the core reading, and I will provide a summary and some additional ideas at the end.	
<b>1 Nov</b>	No class. Reading week		
<b>8 Nov</b>	<p>Business pressure in different countries</p> <p>In this session we will explore how the power of business, but also its diverse interests, affect responses to climate change.</p>	<p>Each group to upload to the BB discussion board forum for this session, a short document (max 2 pages) focused on: the key industries in the country; the positions (public statements, lobbying activity, investment) of those industries and companies on climate change; and how the government has responded to business pressure.</p> <p>In the seminar we will discuss these various contributions, both orally and in the BB discussion board, to think about how business shapes responses to climate change across different countries.</p> <p>We will then discuss the core reading, and I will provide a summary and some additional ideas at the end.</p>	<p>Core reading Newell, Peter, and Matthew Paterson. 2010. <i>Climate Capitalism: Global Warming and the Transformation of the Global Economy</i>. Cambridge: Cambridge University Press. Chapter 3.</p>
<b>15 Nov</b>	<p>International strategies of different countries</p> <p>In this session we turn our attention to the question of global cooperation on climate change. How have the different interests and strategies of countries affected the possibility of global agreements on climate? What sorts of designs of international agreement might work in this context? How and why have states pursued global strategies outside the UN system?</p> <p>Note: you need to have emailed me the one-page outline of your research essay project by this date (see assessment).</p>	<p>Each group to upload to the BB discussion board forum for this session, a short document (max 2 pages) focused on: the key approach of your country to the international negotiations; the key issues of concern to your country in the negotiations; and positions on key issues, in particular market mechanisms, the legally binding character of agreements, climate finance, and ‘common but differentiated responsibilities’.</p> <p>In the seminar we will discuss these various contributions, both orally and in the BB discussion board, to think about the problem of international cooperation on climate change.</p> <p>We will then discuss the core reading, and I will provide a summary and some additional ideas at the end.</p>	<p>Core reading Klöck, Carola, Paula Castro, Florian Weiler, and Lau Øfjord Blaxekjær, eds. 2020., <i>Coalitions in the Climate Change Negotiations</i>, (Abingdon: Routledge), chapter 2.</p>
<b>22 Nov</b>	<p>Multilevel dynamics in different countries</p> <p>National governments are not the only actors in climate politics. Indeed lots of action can be seen at other levels of government. In this session we explore how cities and regions have responded to climate change, and think about whether the drivers of action are different at those levels, and</p>	<p>Each group to upload to the BB discussion board forum for this session, a short document (max 2 pages) focused on: the responses of key cities in your country; the responses of key regions (states, provinces, subnational units of various sorts); whether these subnational responses are coordinated (amongst those units, transnationally, or by national governments); and what you think is driving these subnational actors to address climate change.</p>	<p>Core reading Bulkeley, Harriet. 2013. ‘Governing climate change in the city’, in <i>Cities and Climate Change</i>, pp. 71-105. London: Routledge.</p>



	<p>what their potential is to contribute to climate action.</p>	<p>In the seminar we will discuss these various contributions, both orally and in the BB discussion board, to think about the potential of subnational action to address climate change.</p> <p>We will then discuss the core reading, and I will provide a summary and some additional ideas at the end.</p>	
<b>29 Nov</b>	<p>Variations in daily life</p> <p>Here we explore in more detail the problem of daily life in relation to climate change. How are our habits and daily activities challenged by addressing climate change? How do these vary across countries or are they largely the same? How easy or difficult are these to change?</p>	<p>Each group to upload to the BB discussion board forum for this session, a short document (max 2 pages) focused on: cultural attachment to two particular activities that are important to climate change, specifically transport and food. Look for national myths, advertising, popular culture, government propaganda, regarding these activities.</p> <p>In the seminar we will discuss these various contributions, both orally and in the BB discussion board, to think about how these daily activities shape responses to climate change.</p> <p>We will then discuss the core reading, and I will provide a summary and some additional ideas at the end.</p>	<p>Core reading            Bulkeley, Harriet, Matthew Paterson, and Johannes Striiple. 2016. <i>Towards a Cultural Politics of Climate Change: Devices, Desires and Dissent</i>. Cambridge: Cambridge University Press, introduction.</p>
<b>6 Dec</b>	<p>NGOs and social movement campaigns</p> <p>This final session will focus on the role of NGOs and social movements in climate politics. Have they shaped broader political responses or been ineffectual? What sorts of strategies – insider organising with government and business, or protest and direct action – work best? Are the claims of some movements, that we need ‘system change not climate change’ persuasive? We will also have a general wrap-up of the course as a whole.</p>	<p>Each group to upload to the BB discussion board forum for this session, a short document (max 2 pages) focused on: the key NGOs and movements in your country; the activities they have engaged in; and the effects of those activities on the broader political response to climate change.</p> <p>In the seminar we will discuss these various contributions, both orally and in the BB discussion board, to think about the role of non-state actors in climate politics and the potential for more radical change.</p> <p>We will then discuss the core reading, and I will provide a summary, and use that to wrap up the course as a whole.</p>	<p>Core reading            Berglund, Oscar, &amp; Daniel Schmidt. (2020). <i>Extinction Rebellion and Climate Change Activism: Breaking the Law to Change the World</i> (1st ed. 2020 Edition). Palgrave Macmillan, conclusion (pp97-106).</p>

## 6. Additional readings

### *Capitalism and the origins of climate change*

- Altwater, Elmar. 2009. 'The Social and Natural Environment of Fossil Capitalism'. *Socialist Register*, 43: 37-59.
- Clark, Brett, and Richard York. 2005. 'Carbon Metabolism: Global Capitalism, Climate Change, and the Biospheric Rift.' *Theory and Society* 34 (4): 391–428.
- Heede, Richard. 2013. Tracing Anthropogenic Carbon Dioxide and Methane Emissions to Fossil Fuel and Cement Producers, 1854–2010. *Climatic Change* 122:229–41.
- Malm, Andreas. 2013. The Origins of Fossil Capital: From Water to Steam in the British Cotton Industry. *Historical Materialism* 21:15–68. (see also his book, *Fossil Capital*)
- Mitchell, Timothy. 2009. Carbon Democracy. *Economy and Society* 38:399–432. (see also his book of the same title).
- Newell, Peter, and Matthew Paterson. 2010. *Climate Capitalism: Global Warming and the Transformation of the Global Economy*. Cambridge: Cambridge University Press. Chs 1 and 2. (e-book available in the library).
- Paterson, Matthew. 2000. Car Culture and Global Environmental Politics. *Review of International Studies* 26:253–70.
- Unruh, Gregory. 2000. Understanding Carbon Lock-In. *Energy Policy* 28:817–30.

### *Global inequalities and climate change*

- Agarwal, Anil and Sunita Narain. 1991. *Global Warming in an Unequal World: A Case of Environmental Colonialism*. New Delhi: Centre for Science and the Environment.
- Baer, Paul, Sivan Kartha, Tom Athanasiou, and Eric Kemp-Benedict. 2009. The Greenhouse Development Rights Framework: Drawing Attention to Inequality within Nations in the Global Climate Policy Debate. *Development and Change* 40:1121–38.

- Davis, Mike. 2002. 'The origins of the Third World' in *Late Victorian Holocausts: El Nino Famines and the Making of the Third World*. London: Verso Books, pp.279–311. (available online via library)
- Hughes, Hannah, and Matthew Paterson. 2017. Narrowing the Climate Field: The Symbolic Power of Authors in the IPCC's Assessment of Mitigation. *Review of Policy Research* 34:744–66.
- Jorgenson, Andrew K. 2012. The Sociology of Ecologically Unequal Exchange and Carbon Dioxide Emissions, 1960–2005. *Social Science Research* 41:242–52.
- Parks, Bradley C., and J. Timmons Roberts. 2010. 'Climate Change, Social Theory and Justice.' *Theory, Culture & Society* 27 (2-3): 134 –166.
- Roberts, J. Timmons, and Bradley C. Parks. 2009. Ecologically Unequal Exchange, Ecological Debt, and Climate Justice The History and Implications of Three Related Ideas for a New Social Movement. *International Journal of Comparative Sociology* 50:385–409.
- Roberts, J. Timmons, Peter E. Grimes, and Jodie L. Manale. 2015. Social Roots of Global Environmental Change: A World-Systems Analysis of Carbon Dioxide Emissions. *Journal of World-Systems Research* 9:277.
- Routledge, Paul. 2011. Translocal Climate Justice Solidarities. In Dryzek, John S., Richard B. Norgaard, and David Schlosberg (eds) *The Oxford Handbook of Climate Change and Society*. Oxford University Press. (ebook available via the library).

### *Everyday life and climate change*

- Bulkeley, Harriet, Matthew Paterson, and Johannes Stripple. 2016. *Towards a Cultural Politics of Climate Change: Devices, Desires and Dissent*. Cambridge: Cambridge University Press, various chapters.
- Daggett, C. (2018). Petro-masculinity: Fossil Fuels and Authoritarian Desire. *Millennium*, 47(1), 25–44.
- Gonzalez, George A. 2005. Urban Sprawl, Global Warming and the Limits of Ecological Modernisation. *Environmental Politics* 14:344–62.
- Goodland, Robert, and Jeff Anhang. 2009. Livestock and Climate Change: What If the Key Actors in Climate Change Are... Cows, Pigs, and

- Chickens? *World Watch Magazine* 22 (6): 10–19. Available here: <http://www.worldwatch.org/files/pdf/Livestock%20and%20Climate%20Change.pdf>
- Paterson, Matthew. 2007. *Automobile Politics: Ecology and Cultural Political Economy*. Cambridge: Cambridge University Press, chapter 5.
- Shove, Elizabeth, and Gordon Walker. 2010. 'Governing Transitions in the Sustainability of Everyday Life.' *Research Policy* 39 (4): 471–76.
- Shove, Elizabeth. 2010. Beyond the ABC: Climate Change Policy and Theories of Social Change. *Environment and Planning A* 42:1273 – 1285.
- Shove, Elizabeth. 2012. Energy Transitions in Practice: The Case of Global Indoor Climate Change. Pp. 51–74 in *Governing the Energy Transition: Reality, Illusion or Necessity?*, edited by Geert Verbong and Derk Loorbach. London: Routledge.
- Comparing national policy responses*
- Compston, Hugh, and Bailey, I., 2016. Climate policy strength compared: China, the US, the EU, India, Russia, and Japan. *Climate Policy*, 16 (2), 145–164.
- Dubash, Navroz K., Markus Hagemann, Niklas Höhne, and Prabhat Upadhyaya. 2013. Developments in National Climate Change Mitigation Legislation and Strategy. *Climate Policy* 13:649–64.
- Harrison, Kathryn. 2015. International Carbon Trade and Domestic Climate Politics. *Global Environmental Politics* 15:27–48.
- Held, David, Roger, Charles, and Nag, Eva-Maria, 2014. 'Editor's Introduction: Climate Governance in the Developing World', in *Climate Governance in the Developing World*. John Wiley & Sons. (online access available).
- Hochstetler, Kathryn, and Manjana Milkoreit. 2014. Emerging Powers in the Climate Negotiations: Shifting Identity Conceptions. *Political Research Quarterly* 67:224–35.
- Lachapelle, Erick, and Paterson, Matthew, 2013. Drivers of national climate policy. *Climate Policy*, 13 (5), 547–571.
- Lachapelle, Erick, Robert MacNeil, and Matthew Paterson. 2017. The Political Economy of Decarbonisation: From Green Energy 'Race' to Green 'Division of Labour'. *New Political Economy* 22:311–27.
- MacNeil, Robert. 2017. *Neoliberalism and Climate Policy in the United States: From Market Fetishism to the Developmental State*. London: Routledge.
- Roger, Charles, Thomas Hale, and Liliana Andonova. 2017. The Comparative Politics of Transnational Climate Governance. *International Interactions* 43:1–25. (also overview essay for a special issue on this topic, which straddles this week and next weeks)
- Business strategies*
- Breetz, H., Mildenerberger, M., & Stokes, L. (2018). The political logics of clean energy transitions. *Business and Politics*, 20(4), 492–522.
- Jones, Charles A., and David Levy. 2009. Business Strategies and Climate Change. in *Changing Climates in North American Politics: Institutions, Policymaking and Multilevel Governance*, edited by Henrik Selin and Stacy D. VanDeveer. Cambridge, MA: MIT Press.
- Kolk, Ans, David Levy, and Jonatan Pinkse. 2008. 'Corporate Responses in an Emerging Climate Regime: The Institutionalization and Commensuration of Carbon Disclosure.' *European Accounting Review* 17 (4): 719–45.
- Lovell, Heather, and Donald MacKenzie. 2011. Accounting for Carbon: The Role of Accounting Professional Organisations in Governing Climate Change. *Antipode* 43:704–730.
- Nyberg, Daniel and Wright, Christopher, 2015. Performative and political: Corporate constructions of climate change risk. *Organization*, 23 (5), 617–648.
- Oreskes, Naomi, and Erik M. Conway. 2011. *Merchants Of Doubt: How a handful of scientists obscured the truth on issues from tobacco smoke to global warming*. New York: Bloomsbury.
- Paterson, Matthew. 2001. Risky Business: Insurance Companies in Global Warming Politics. *Global Environmental Politics* 1:18–42.

Sullivan, Rory, and Andy Gouldson. 2017. The Governance of Corporate Responses to Climate Change: An International Comparison. *Business Strategy and the Environment* 26:413–25.

*On carbon markets specifically (subset of business strategies)*

Betsill, Michele, and Matthew J. Hoffmann. 2011. 'The Contours of 'Cap and Trade': The Evolution of Emissions Trading Systems for Greenhouse Gases.' *Review of Policy Research* 28 (1): 83–106.

Bumpus, Adam, and Diana Liverman. 2008. 'Accumulation by Decarbonization and the Governance of Carbon Offsets.' *Economic Geography* 84 (2): 127–55.

Ervine, Kate, 2013. 'Carbon Markets, Debt and Uneven Development'. *Third World Quarterly*, 34 (4), 653–670.

Lohmann, Larry 2005. 'Marketing and Making Carbon Dumps: Commodification, Calculation and Counterfactuals in Climate Change Mitigation.' *Science as Culture*, no. 14: 203–23.

Lovell, Heather, 2010. 'Governing the carbon offset market'. *Wiley Interdisciplinary Reviews: Climate Change*, 1 (3), 353–362.

MacKenzie, Donald. 2009. Making Things the Same: Gases, Emission Rights and the Politics of Carbon Markets. *Accounting, Organizations and Society* 34:440–55.

Meckling, Jonas. 2011. 'The Globalization of Carbon Trading: Transnational Business Coalitions in Climate Politics.' *Global Environmental Politics* 11 (2): 26–50.

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## 7. General information

*Extensions* (see MA handbook)

Different schools have different procedures for submitting mitigating circumstances requests. You **MUST** submit applications through your home school's procedures regardless of whether it is a politics essay.

### What Can You Expect From Me?

This is a student driven course. As such, you can expect that I will be responsive to your concerns. You can expect that I will grade and return assignments within 10 working days of submission. If you are having problems with any aspect of the course, please let me know so that we can work to resolve them. During the semester you are encouraged to contact me via email to arrange a meeting to discuss any issues arising from the course. Please allow 48 hours (working days – Mon-Fri) for a response and note that email correspondence will not be addressed on weekends after 5pm on Friday until Monday morning.

### School of Social Sciences

We have moved to an online system to submit applications for mitigating circumstances. Information about the new system and the help and support that is available for you in the School is available at <http://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/help-and-support/mitigating-circumstances/>

### School of Arts, Languages and Cultures

Information on mitigating circumstances and the link to the online application form can be found at <http://www.alc.manchester.ac.uk/studentintranet/support/mitigatingcircumstances/>

### School of Law

You can access information and the link to the online form through your Programme Page on Blackboard.

Please know that you can also speak to your home school/Programme Administrator in person to discuss your situation so they can help you to access the necessary help and support you need.

- Politics & International Relations: [julie.tierney@manchester.ac.uk](mailto:julie.tierney@manchester.ac.uk) / [jay.burke@manchester.ac.uk](mailto:jay.burke@manchester.ac.uk)
- Philosophy, Politics & Economics:
- BA Social Sciences: [rabia.nawaz@manchester.ac.uk](mailto:rabia.nawaz@manchester.ac.uk)
- BA(Econ): [shau.y.chan@manchester.ac.uk](mailto:shau.y.chan@manchester.ac.uk) / [bernadette.julien@manchester.ac.uk](mailto:bernadette.julien@manchester.ac.uk)
- School of Arts, Languages & Cultures: [salc-studentsupport@manchester.ac.uk](mailto:salc-studentsupport@manchester.ac.uk)
- School of Law: [tso.law@manchester.ac.uk](mailto:tso.law@manchester.ac.uk) \* Please note that the Student Support Officer in the School of Law is Ian Glassey so if you have any ongoing support needs please contact him directly at [i.glassey@manchester.ac.uk](mailto:i.glassey@manchester.ac.uk)

If granted an extension, the student will be provided with written confirmation of the extension and the new due date.

A student who asks for an extension must complete the correct Mitigating Circumstances Form (available from their Programme Administrator) and provide evidence of the reasons for seeking extension.

If granted an extension, a student will normally have to submit her/his project before the beginning of the examination period.

*Late Submission of Essays/Research papers*

There will be a penalty of 10 points per day for up to 5 days (including weekends) for any assessed work submitted after the specified submission date, unless the students Home School grants an extension. After 5 days a mark of 0 will be assigned.

Please note a 'day' is 24 hours, i.e. the clock starts ticking as soon as the submission deadline has passed. There are no discretionary periods or periods of grace. A student who submits work at 1 second past a deadline or later will therefore be subject to a penalty for late submission.

### *Feedback*

The School of Social Sciences is committed to providing timely and appropriate feedback to students on their academic progress and achievement, thereby enabling students to reflect on their progress and plan their academic and skills development effectively. Students are reminded that feedback is necessarily *responsive*: only when a student has done a certain amount of work and approaches us with it at the appropriate time/place is it possible for us to feed *back* on the *student's work*. The main forms of feedback on this course are formative feedback through weekly seminar discussions and in the BB discussion forum, and during office hours. This will help you with the preparation of your research essay. You will receive summative feedback on your research essay.